



ATTENTION DEFICIT (HYPERACTIVITY) DISORDER DOCUMENTATION GUIDELINES

Students requesting accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of a diagnosed disability that substantially limits a major life activity. Documentation and recommendations must be appropriate to the postsecondary setting. The report must describe the current impact of the disability on the student's academic performance.

Accommodations are individually determined each semester. Once Services for Students with Disabilities (SSD) receives documentation, it is the student's responsibility to make an appointment with a staff member at SSD to discuss eligibility and receive academic accommodations that semester.

Confidentiality Statement

Services for Students with Disabilities (SSD) will not release any information at any point in the disability accommodation process regarding an individual's diagnosis or medical information without his or her informed written consent or under compulsion of legal process. Information will be released only on a "need to know" basis, except where otherwise required by law. All documentation will be stored in a secure place.

Documentation Guidelines: AD/HD

Documentation of Attention Deficit/Hyperactivity Disorder (AD/HD) must include all of the following elements:

1. **The evaluation must be performed by a qualified individual:** The assessment must be provided by a licensed professional who has had training in and direct experience with AD/HD, such as a psychologist or a psychiatrist.
2. **Currency of documentation:** Evaluations must be dated within three years, with updates provided when relevant changes in behavior or medication occur.
3. **Diagnostic Interview:** The summary must include the following information, and should be based on more sources than the student's self-report:
 - Evidence that the condition was exhibited in childhood in more than one setting
 - A history of the individual's presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors, as well as relevant medication history
4. **Relevant testing:** Neuropsychological or psychoeducational assessments are needed to determine the current impact of the condition on the individual's academic functioning. This must be included in order to be eligible to receive accommodations.
 - The data must logically reflect a substantial limitation to learning for the individual that is requesting the accommodation.

- Checklists and/or surveys may supplement the diagnostic profile, but by themselves are not adequate for the diagnosis of AD/HD.
- Diagnostic assessment should examine the possibility of co-existing diagnoses.
- Information processing assessments and achievement assessments must be individually administered. Aptitude assessment / intellectual assessment scores should contain subtests of the assessment or a summary of the subtests.

Recommended assessments include:

1. Wechsler Adult Intelligence Scale-III
 2. Raven's Progressive Matrices
 3. Woodcock Johnson Psycho-educational Battery-III: Test of Cognitive Ability
 4. Bender Visual Motor Gestalt Test, Second Edition (Bender Visual Motor Gestalt Test-2)
 5. Detroit Test of Learning Aptitude – Adult (DLTA-A)
 6. Lindamood Auditory Conceptualization Test-Revised (LACT-R)
5. **Specific diagnosis:** This should not merely refer to symptoms and should correspond to a specific diagnosis as per the American Psychiatric Association's *Diagnostic and Statistical Manual – IV (DSM-IV)*. Based on the current predominant features, the appropriate sub-type should accompany the diagnosis.
6. **Clinical Summary:** A narrative clinical summary must include the following:
- An indication that other possible causes of the presenting behavior have been ruled out. This report should indicate clear evidence of significant impairment in social, academic, or occupational functioning, and discuss present symptoms which do not occur exclusively during the course of a pervasive developmental disorder, schizophrenia, or other psychiatric disorder.
 - Whether the evaluation occurred while the student was taking medication and how the results were affected
 - A description of functional limitations and the impact of the condition on the student's current participation in courses, programs, services, or any other activities of the University
 - Discussion of the student's use of medication and its ameliorative effects
 - Recommendations for academic accommodations, including a rationale for each

Please note: Students described as experiencing test anxiety or difficulties with organization, memory, or concentration in specific situations may not have an impairment that rises to the level of a disability under the Americans with Disabilities Act.

***** Submission of documentation is not the same as the request for services. You still must complete the Application for Accommodations and Services. SSD cannot support any accommodation requests until the documentation is complete.**